Grade 6 Mathematics Support Group

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Online:
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C O N N E X I O N S

Rice University, Houston, Texas

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Collection structure revised: September 18, 2009
PDF generated: February 6, 2011
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Chapter 1

To solve problems in context[1]

1.1 MATHEMATICS

1.2 Number Concept

1.3 EDUCATOR SECTION

1.4 Memorandum

1.1 12 November 2001
    5 November 2001
    1.2 R94,98
    1.3 10
    1.4 14%
    14%
    1.5 maps
    Cash
    1.6 Anneke
    1.7 R25,00
    1.8 820:14
    15:30

- Cashier 101
- No payment

2. R9 + R12 + R9 + R4 + R2 + R4 = R40
    3.1 1 litre full cream milk

---

[1] This content is available online at <http://cnx.org/content/m20055/1.1/>.

- kg chicken pieces
- litre Coke

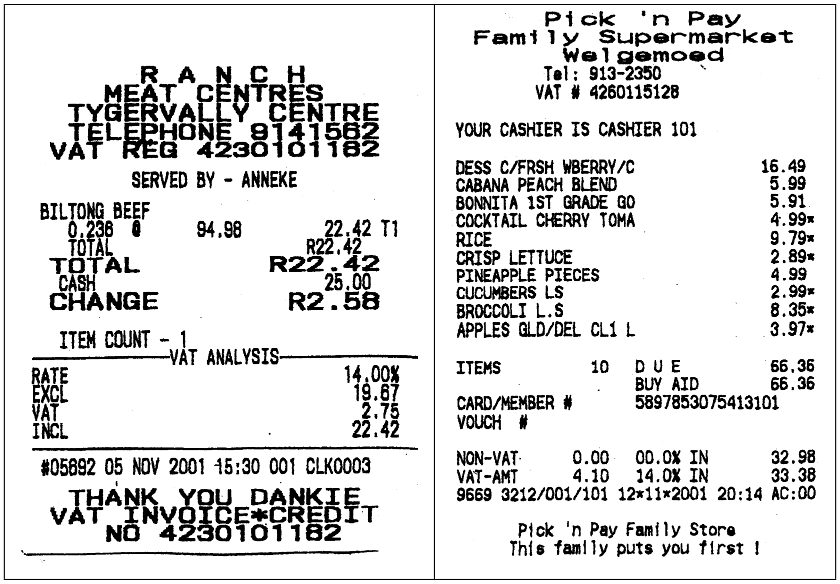
410 g Surf maid peas
200 g Niknaks
5 litre Vanilla ice cream
1 Sasko Sam bread
3.2 Prices will vary from shop to shop
3.3 Calculate according to prices in 3.2
3.4 Calculate according to prices in 3.3

1.5 LEANER SECTION

1.5.1 Content

1.5.2 ACTIVITY: To solve problems in context [LO 1.6.1]

When we buy something in a shop we receive a cash slip. We need to be able to understand and "read" the slip. If not, we will not be able to check if it really reflects what we have bought and paid for. Look at the following examples:



```
        R A N C H
     MEAT CENTRES
  TYGERVALLY CENTRE
  TELEPHONE 9141582
 VAT REG 4230101182

    SERVED BY - ANNEKE

BILTONG BEEF
  0.236 @     94.98        22.42 T1
  TOTAL                  R22.42
 TOTAL               R22.42
  CASH                    25.00
 CHANGE                R2.58

  ITEM COUNT - 1
-------------VAT ANALYSIS-------------
RATE                         14.00%
EXCL                          19.67
VAT                            2.75
INCL                          22.42
--------------------------------------
#05692 05 NOV 2001 15:30 001 CLK0003

    THANK YOU DANKIE
 VAT INVOICE*CREDIT
    NO 4230101182
```

```
          Pick 'n Pay
     Family Supermarket
          Welgemoed
         Tel: 913-2350
       VAT # 4260115128

YOUR CASHIER IS CASHIER 101

DESS C/FRSH WBERRY/C             16.49
CABANA PEACH BLEND                5.99
BONNITA 1ST GRADE GO              5.91
COCKTAIL CHERRY TOMA              4.99*
RICE                              9.79*
CRISP LETTUCE                     2.89*
PINEAPPLE PIECES                  4.99
CUCUMBERS LS                      2.99*
BROCCOLI L.S                      8.35*
APPLES GLD/DEL CL1 L              3.97*

ITEMS          10   D U E         66.36
                    BUY AID       66.36
CARD/MEMBER #       5897853075413101
VOUCH  #

NON-VAT      0.00   00.0% IN      32.98
VAT-AMT      4.10   14.0% IN      33.38
9669 3212/001/101 12*11*2001 20:14 AC:00

       Pick 'n Pay Family Store
      This family puts you first !
```

Table 1.1

1. Study the above examples and then answer the following questions:
1.1 When were the purchases made at
Pick 'n Pay? ____

Ranch Meat Centre? ____

1.2 What does the biltong cost per kg? _________________________________

1.3 How many items were bought from Pick 'n Pay? ______________________

1.4 What % tax had to be paid at

Pick 'n Pay? ____

Ranch Meat Centre? ____

1.5 How (with what) did the client pay at

Pick 'n Pay? ____

Ranch Meat Centre? ____

1.6 Who was the cashier at Ranch Meat Centre? _________________________

1.7 What amount did the customer give her? ____________________________

1.8 At what time were the purchases made at

Pick 'n Pay? ____

Ranch Meat Centre? ____

1.9 If your purchases are not according to the slip, how will you know which cashier helped you at Pick a Pay if you cannot remember what he/she looked like?

____

____

____

1.10 What does the * next to a few of the amounts on the Pick 'n Pay slip mean?

____

____

____

1.5.2.1 DO YOU STILL REMEMBER?

Explain to a friend how we round off to the nearest 10, 100 and 1 000.

** Can you explain how we would round off to the nearest 10 000?

2. When we go shopping, we can estimate to the nearest rand whether we will have enough money to pay.

Look at the following slip. Round off to the nearest rand and estimate how much you will have to pay for your shopping.

LAMB	
0.360 Kg @ R25.98 / Kg	
R9.35	______________
LAMB	
0.444 Kg @ R25.98 / Kg	
R11.54	______________
SWEET CORN R8.79	______________
SQUASH	
1.295 Kg @ R3.29 / Kg	
R4.26	______________
SWEET POTATOES	
0.686 Kg @ R2.99 / Kg	
R2.05	______________
GOOD MORNING H R3.79	______________
COOKED HAM	
0.288 Kg @ R44.95 / Kg	
R12.95	______________

Table 1.2

3. Confused Cathy's shopping list is completely wrong!
3.1 Write the shopping list down correctly.

____

____

____

____

____

____

3.2 Find out what each item will cost at your nearest supermarket and write it down.

____

____

____

____

3.3 Use your calculator and calculate what this shopping will cost you.

3.4 If you pay with a R100 note, how much change will you get?

1.5.2.2 DO YOU STILL REMEMBER?

Your calculator has a memory that you can use to do calculations with more than one operation correctly.

M+ : enables the calculator to save or memorise the answer

MR / RCM : these keys are pressed if you want to retrieve the memorised answers

e.g. (347 219 + 34 987) + (296 553 + 1 897 320)

Key in 347 219 + 34 987 = M+

Then key in 296 553 + 1 897 320 = M+

Then key in MR or RCM

1.6 Assessment

Learning Outcome 1:The learner will be able to recognise, describe and represent numbers and their relationships, and to count, estimate, calculate and check with competence and confidence in solving problems.

Assessment Standard 1.6: We know this when the learner solves problems in context including contexts that may be used to build awareness of other Learning Areas, as well as human rights, social, economic and environmental issues such as:

1.6.1: financial (including buying and selling, profit and loss, simple budgets, reading and interpreting accounts, and discount).

Chapter 2

To solve problems in context[1]

2.1 MATHEMATICS

2.2 Subtraction

2.3

2.4 EDUCATOR SECTION

2.5 Memorandum

2.6 LEANER SECTION

2.6.1 Content

2.6.1.1 Activity 3.10 To solve problems in context [LO 1.6.1]

2.6.1.2 To use a range of techniques to perform calculations [LO 1.8.2]

1. CHALLENGE!

Choose any five items / articles that you are able to buy in a shop (they do not necessarily have to be groceries).

Write down what each item / article costs. You can cut out the pictures in the newspaper and paste it. Work neatly. Talk to your grandparents or any other older person about what the price was when they were children. Calculate how much more expensive it is now.

---

[1] This content is available online at <http://cnx.org/content/m20086/1.1/>.

ITEM / ARTICLE	PRESENT PRICE	PRICE THEN	DIFFERENCE
a. ____________	____________	____________	____________
a. ____________	____________	____________	____________
a. ____________	____________	____________	____________
a. ____________	____________	____________	____________
a. ____________	____________	____________	____________

Table 2.1

2. ANOTHER CHALLENGE!
Arrange a class discussion and find answers to the following:
2.1 What is a budget?
2.2 Must families have a budget?
2.3 Do YOU have a budget according to which you spend
your pocket money? If so, tell the class about it.

2.7 Assessment

Learning Outcome 1:The learner will be able to recognise, describe and represent numbers and their relationships, and to count, estimate, calculate and check with competence and confidence in solving problems.

Assessment Standard 1.6: We know this when the learner solves problems in context including contexts that may be used to build awareness of other Learning Areas, as well as human rights, social, economic and environmental issues such as:

1.6.1: financial (including buying and selling, profit and loss, simple budgets, reading and interpreting accounts, and discount);

Assessment Standard 1.8: We know this when the learner estimates and calculates by selecting and using operations appropriate to solving problems that involve:

1.8.2: addition and subtraction of whole numbers.

Chapter 3

To solve problems in context[1]

3.1 MATHEMATICS

3.2 Number Concept

3.3

3.4 EDUCATOR SECTION

3.5 Memorandum

3.6 TEST 2

1. 1.1 Sum
   1.2 Substraction
   2. 2.1 True

- True

3. 2 382 + 12 018 = 14 400
   4 214 + 45 116 = 49 330
   = 63 730
   4. 4.1 1 143 269
   4.2 5 261 380 + 43 826
   5.1 R13 + R54 + R8 + R130 = R205
   5.2 R204,32
   6. 7 637 261

---

[1] This content is available online at <http://cnx.org/content/m20060/1.1/>.

7.1 8 035 933
7.2 8 621 704

3.7 LEANER SECTION

3.7.1 Content

3.7.2 Activity: To solve problems in context [LO1.6.1]

** This is a task for your portfolio – do it without your pocket calculator! Be sure that you really understand what you have to do. Consider the assessment criteria before you start! Ask your educator for the paper that you will need:

1. Page through the local newspaper and find three advertisements that offer houses for sale. The prices should all be more than one million rand. Cut out the advertisements neatly and paste them on your sheet of paper. Calculate the combined price of the three houses.

2. Page through the newspaper again to find three examples of flats that are for sale. Also cut these out neatly and paste them on your paper. Calculate the combined price of the most expensive and the least expensive flats.

3. Now look for examples of three cars that are for sale. These must also be cut out and pasted neatly. Calculate the combined cost of the three cars.

4. Now select one house or flat and one car and calculate what you will have to pay for these items.

3.7.2.1 ASSESSMENT: NEWSPAPER-RELATED ACTIVITY

Criteria	1	2	3	4
Neatness	Cut out untidily. Badly pasted.	Cut out untidily.Pasted.	Cut out fairly neatly. Pasted reasonably neatly.	Very neatly cut out and well glued.

continued on next page

Completeness	Hardly any of the instructions have been carried out.	Only half of the instructions have been carried out.	1 or 2 instructions have not been carried out.	All instructions have been completed.
Correctness of calculations	All calculations are incorrect.	Many mistakes occur.	Few mistakes occur.	All answers are correctly calculated.

Table 3.1

3.8 TEST

1. Fill in the missing words:

1.1 The answer of an addition sum is called the ____________________

1.2 ____________________ is the inverse of addition. (2)

2. True / False:

2.1 27 more than 12 849 is 12 876.

2.2 869 213 is 9 100 more than 860 113. (2)

3. Calculate the answers to the following by grouping the numbers:

2 382 + 4 214 + 12 018 + 45 116

______________ + ______________ = ______________

______________ + ______________ = ______________

= ______________ (5)

4. Fill in the missing numbers:

4.1 123 896 + 1 143 269 = ______________ + 123 896

4.2 5 261 380 + (43 826 + 45 793) = (______________ + ______________) + 45 793 (3)

5. Nancy is shopping and packs the following items in her basket:

Mini tea cookies - R 12,69

Meat - R 54,29

Cheese - R 7,84

Frying pan - R129,50

5.1 Calculate how much money she needs by rounding off to the nearest rand.

____

____

____

____

____

(5)

5.2 Calculate the exact amount that she has to pay:

____
____
____
____
(2)
6. Ebrahim had to calculate the following: 4 167 809 + 3 469 452
He forgot to complete the sum. Now do it on his behalf:
4 1 6 7 8 0 9
+ 3 4 6 9 4 5 2
7 _ 3 _ _ 6 _ (2)
7. Calculate the following by using the shortest method possible:
7.1 4 138 269 + 3 897 664

____
____
____
____ (2)
7.2 5 963 287 + 2 658 417

____
____
____
____ (2)

- Complete by colouring in the appropriate block:

I am

COMPLETELY READY
NOT QUITE READY YET
NOT READY AT ALL

Table 3.2

to advance to the next Learning Unit.

3.9 Assessment

Learning Outcome 1:The learner will be able to recognise, describe and represent numbers and their relationships, and to count, estimate, calculate and check with competence and confidence in solving problems.

Assessment Standard 1.6: We know this when the learner solves problems in context including contexts that may be used to build awareness of other Learning Areas, as well as human rights, social, economic and environmental issues such as:

1.6.1: financial (including buying and selling, profit and loss, simple budgets, reading and interpreting accounts, and discount).

Chapter 4

To solve problems in context[1]

4.1 MATHEMATICS

4.2 Subtraction

4.3

4.4 EDUCATOR SECTION

4.5 Memorandum

1.1 56 702
1.2 R226 732
1.3 771 448
1.4 5 568 286

4.6 LEANER SECTION

4.6.1 Content

4.6.1.1 Activity: To solve problems in context [LO 1.6.1]

4.6.1.2 To use a range of techniques to perform written calculations [LO 1.10.1]

1. Divide into groups of three. First ask your educator for the necessary paper and then calculate the answers to the following problems WITHOUT the help of your pocket calculator:

---

[1] This content is available online at <http://cnx.org/content/m20078/1.1/>.

1.1 A soccer game attracted 89 643 spectators. If there were 32 941 women, how many men were there?

1.2 Mr Muruvan would like to buy a house costing R980 000. He only has R753 268. How much must he borrow from his bank to be able to buy the house?

1.3 The sum of two numbers is 1 025 317. If the one number is 253 869, what is the other number?

1.4 In a certain country with a population of 6 564 321, a survey found that 996 035 people had no voting rights. How many people could vote when that country held an election?

2. Check your answers with your pocket calculator.

3. Explain to the rest of the class how your group calculated the answers.

4. Compare your methods. How do they differ?

4.6.1.3 GROUP ASSESSMENT

Criteria:	Code			
All group members participated in the activity.	1	2	3	4
Group members listened to each other.	1	2	3	4
Group members helped and encouraged each other.	1	2	3	4
Everyone had a chance to speak.	1	2	3	4
The group's work was neatly done.	1	2	3	4
The answers were calculated correctly.	1	2	3	4

Table 4.1

4.7 Assessment

Learning Outcome 1:The learner will be able to recognise, describe and represent numbers and their relationships, and to count, estimate, calculate and check with competence and confidence in solving problems.

Assessment Standard 1.6: We know this when the learner solves problems in context including contexts that may be used to build awareness of other Learning Areas, as well as human rights, social, economic and environmental issues such as:

1.6.1: financial (including buying and selling, profit and loss, simple budgets, reading and interpreting accounts, and discount).

Chapter 5

To solve problems in context[1]

5.1 MATHEMATICS

5.2 Number Concept

5.3 EDUCATOR SECTION

5.4 Memorandum

5.5 LEANER SECTION

5.5.1 Content

5.5.2 ACTIVITY: To solve problems in context [LO 1.6.1/2]

5.5.3 To use a range of techniques to perform calculations [LO 1.10.1/5]

5.5.4 To use a range of strategies to check solutions [LO 1.11]

In the previous activity you practised your mental skills. On the other hand it is also important to be able to calculate correctly by using pencil and paper. Form groups of three. Your teacher will provide the paper you need. Then execute the following assignments neatly and accurately.

1. Solve the following problems:

1.1 Mr Dlamini has won a competition and would like to buy each of his three sons a house. He sees the following advertisements:

House A: R895 000
House B: R795 799

---

[1] This content is available online at <http://cnx.org/content/m20052/1.1/>.

House C: R799 495

What will the three houses cost Mr Dlamini?

1.2 Nancy sees an exhibition of dinosaurs in a museum. The weights of the three dinosaurs are given as follows:

A: 45 875 kg
B: 9 324 kg
C: 26 879 kg

What is the combined weight of the dinosaurs?

1.3 The registration figures for the "Long-winded Marathon" are as follows:

2002: 24 513
2003: 31 687
2004: 42 196

How many entries have there been in the marathon up to now?

2. Check you answers using your pocket calculator.

3. Explain to the class how your group has arrived at the answers.

4. Compare your methods with those of the other groups. How do they differ?

5.5.4.1 TIME FOR GROUP ASSESSMENT

Assess your work on a scale of 1 – 4 and circle the appropriate number

1 = needs more attention
2 = fairly good
3 = very good
4 = excellent

Criteria:	Needs attention	Fairly good	Very good	Ex-cellent
All group members participated in the activity.	1	2	3	4

continued on next page

Group members listened to each other.	1	2	3	4
Group members helped and encouraged each other.	1	2	3	4
Group members adhered to the instructions.	1	2	3	4
Each one had a chance to speak.	1	2	3	4
The group's work was neatly done.	1	2	3	4
The answers were calculated correctly.	1	2	3	4

Table 5.1

5.6 Assessment

Learning Outcome 1:The learner will be able to recognise, describe and represent numbers and their relationships, and to count, estimate, calculate and check with competence and confidence in solving problems.

Assessment Standard 1.6: We know this when the learner solves problems in context including contexts that may be used to build awareness of other Learning Areas, as well as human rights, social, economic and environmental issues such as:

1.6.1: financial (including buying and selling, profit and loss, simple budgets, reading and interpreting accounts, and discount);

1.6.2: measurements in Natural Sciences and Technology contexts.

Assessment Standard 1.10: We know this when the learner uses a range of techniques to perform written and mental calculations with whole numbers including:

1.10.1: adding, subtracting and multiplying in columns;

1.10.5: using a calculator.

Assessment Standard 1.11: We know this when the learner uses a range of strategies to check solutions and judge the reasonableness of solutions.

Chapter 6

To solve problems in context[1]

6.1 MATHEMATICS

6.2 Subtraction

6.3

6.4 EDUCATOR SECTION

6.5 Memorandum

6.6 LEANER SECTION

6.6.1 Content

6.6.1.1 Activity 3.11 To solve problems in context [LO 1.6.1]

6.6.1.2 To use a range of techniques to perform calculations [LO 1.8.2]

* * This is a task for your portfolio. You have been talking about a budget. Now answer the following questions. Work as neatly as you can, but first find out how this task is going to be assessed.

To find out at home:

1. Do your parents make use of a monthly budget?
2. Make a list of everything for which your parents need to budget each month.

____

____

____

---

[1] This content is available online at <http://cnx.org/content/m20089/1.1/>.

____

3. What is the biggest monthly expense for your family?____________________

4. What amount do your parents budget for groceries each month (approximately - you may round off the amount)______________________________________

5. What is the difference between this amount and the amount that your parents must pay monthly for your school fees?__________________________________

6. How much do you think a family of four (two adults and two teenage children) should budget for entertainment (cinema and eating out, etc.) each month?

Explain your answer.

____

____

____

____

____

____

____

____

7. Prepare a budget for YOURSELF for the next month (i.e. how much money you need and what for)

8. How much money will you have left to save if you received R300,00 pocket money per month?

____

____

6.6.1.3 ASSESSMENT: BUDGET

Criteria	1	2	3	4
Completeness	Hardly any of the instructions have been carried out.	Half of the instructions have been carried out.	One or two instructions have not been completed.	All instructions have been completed.

continued on next page

Neatness and organisation	The work is untidy and unorganised.	The work is organised but difficult to read.	Neat and organised, legible.	Neat, clearly set out, clearly legible work.
Correctness of calculations	All the calculations are incorrect.	There are many mistakes.	A few mistakes occur.	All answers are correctly calculated.

Table 6.1

6.7 TEST

1. What numbers are needed to ensure that the total in each direction is 47?

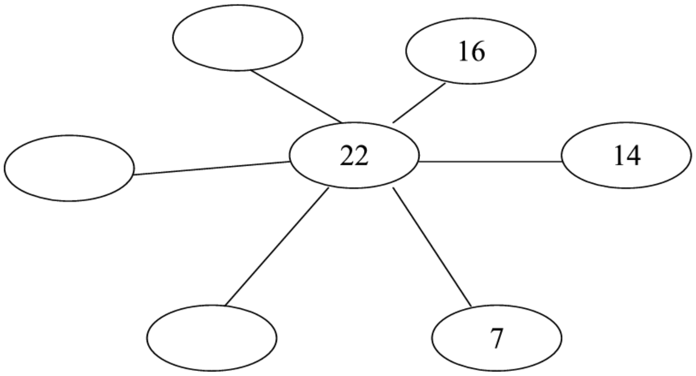


Figure 6.1

(3)
2. Provide the answers to the following without doing any written calculations:
2.1 975 – 325 = ______________________________
2.2 1 050 – __________________________________ = 900
2.3 103__________ – 102_____________ = ____________ (3)
3. True or False?
3.1 The difference between 7 000 en 3 628 is 3 372 _____________________
3.2 25 less than 18 500 is 18 275 _________________________ (2)
4. Ebrahim had to calculate the following: 130 000 – 27 864

$$\begin{array}{rrrrrrr} & & 2 & 10 & & & \\ & 1 & 3 & 0 & 0 & 0 & 0 \\ - & & 2 & 7 & 8 & 6 & 4 \\ \hline & 1 & 0 & 3 & 8 & 6 & 4 \end{array}$$

Figure 6.2

He did it as follows:

His calculation is incorrect. Circle each mistake. (2)

5. Correct Ebrahim's sum.

____

____

____

____

____(2)

6. Reduce 408 276 by 129 479.

____

____

____

____

____(4)

7. What will the subtrahend be if the minuend is 5 346 200 and the difference is 1 326 408?

____

____

____

____

____(4)

6.8 Assessment

Learning Outcome 1:The learner will be able to recognise, describe and represent numbers and their relationships, and to count, estimate, calculate and check with competence and confidence in solving problems.

Assessment Standard 1.6: We know this when the learner solves problems in context including contexts that may be used to build awareness of other Learning Areas, as well as human rights, social, economic and environmental issues such as:

1.6.1: financial (including buying and selling, profit and loss, simple budgets, reading and interpreting accounts, and discount);

Assessment Standard 1.8: We know this when the learner estimates and calculates by selecting and using operations appropriate to solving problems that involve:

1.8.2: addition and subtraction of whole numbers.

Chapter 7

To solve problems in context[1]

7.1 MATHEMATICS

7.2 Subtraction

7.3

7.4 EDUCATOR SECTION

7.5 Memorandum

7.6 LEANER SECTION

7.6.1 Content

7.6.1.1 Activity: To solve problems in context [LO 1.6.1]

7.6.1.2 To use a range of techniques to perform calculations [LO 1.8.2]

Being observant, I'm sure that you will have seen that we deal with a lot of 'subtractions' in our daily lives! Consider the following carefully:

Here we have a list of things that you may also have at home.

1. Find two prices for each item in the local newspaper. Write down the highest price. Then calculate the difference between the two prices. (You may use your pocket calculator).

---

[1] This content is available online at <http://cnx.org/content/m20084/1.1/>.

ITEM	PRICE 1	PRICE 2	DIFFERENCE
1.1 Computer	________________	________________	________________
1.2 Microwave oven	________________	________________	________________
1.3 Fridge	________________	________________	________________
1.4 Colour TV	________________	________________	________________
1.5 Iron	________________	________________	________________

Table 7.1

2. How much will you save if you pay price 2 instead of price 1 for all the items?

____

____

____

____

____

3. Ask your partner to check your answers.

7.7 Assessment

Learning Outcome 1:The learner will be able to recognise, describe and represent numbers and their relationships, and to count, estimate, calculate and check with competence and confidence in solving problems.

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1.6.1: financial (including buying and selling, profit and loss, simple budgets, reading and interpreting accounts, and discount);

Assessment Standard 1.8: We know this when the learner estimates and calculates by selecting and using operations appropriate to solving problems that involve:

1.8.1: rounding off to the nearest 5, 10, 100 or 1 000

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